# Students with Special Needs - How Are We Doing?
# Province - Public Schools Only

**April 2006**
**Information Department**

106-06625/

## *Introduction*

The Ministry of Education is committed to improving academic achievement for all students. This report fulfils government's commitment to produce annual reports that monitor the progress of students identified by school districts as having special needs in BC. Achievement trends are identified to help school boards set goals for improvement.

Provincial measures of achievement include the following:

- Grade-to-Grade Transition
- Foundation Skills Assessment
- Six-year Dogwood Completion Rates
- Provincial Examinations

When reporting the performance of students with special educational needs, four Performance Reporting Groups are used: Sensory Disabilities, Learning Disabilities, Behaviour Disabilities, and Gifted. These groups include students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful. For some students with special needs, these measures are not useful in better understanding their learning. For these students, individual goals and progress towards their achievement are more meaningful. The glossary at the end of this report includes definition of Special Needs Performance Reporting Groups.

In 2005/06, school boards reported 61,277 students with special educational needs. The proportion of students with special needs in the total BC public schools student population in Kindergarten through Grade 12 is about 10.2 percent. This year, funding for students with special needs in BC's public schools has increased by $38 million to over half-a-billion dollars.

## Caution

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report are the most accurate data available at time of publication.

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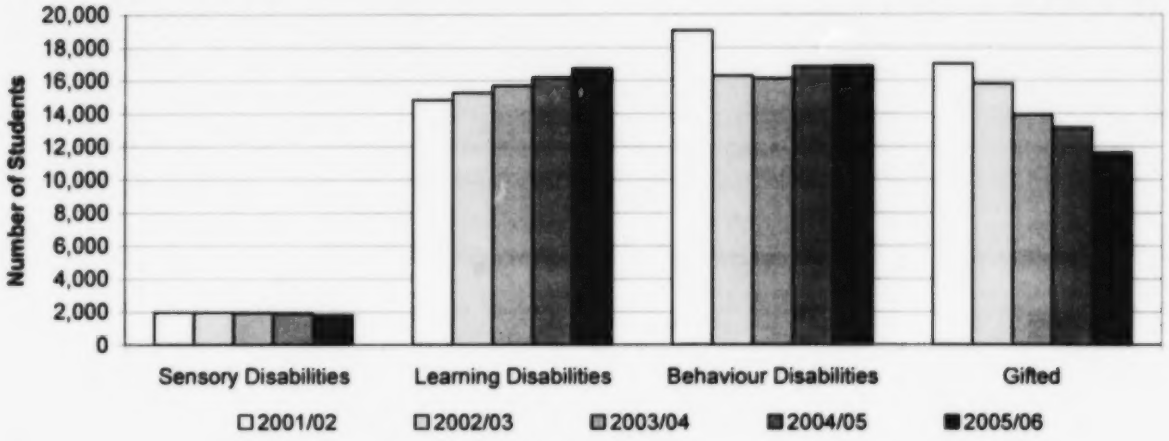
***Number of Students***
***2001/02 - 2005/06***

***Special Needs Performance Reporting Groups***
***Province - Public Schools Only***




| Number of Students | | | | | | | | | | Special Needs Performance Reporting Groups | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | | 2005/06 | | |
| | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| **Sensory Disabilities** | 837 | 1,118 | **1,955** | 834 | 1,123 | **1,957** | 827 | 1,089 | **1,916** | 829 | 1,058 | **1,887** | 778 | 1,019 | **1,797** |
| **Learning Disabilities** | 4,079 | 10,725 | **14,804** | 4,284 | 10,950 | **15,234** | 4,534 | 11,133 | **15,667** | 4,863 | 11,305 | **16,168** | 5,181 | 11,522 | **16,703** |
| **Behaviour Disabilities** | 5,710 | 13,292 | **19,002** | 4,588 | 11,679 | **16,267** | 4,578 | 11,538 | **16,116** | 4,912 | 11,903 | **16,815** | 5,015 | 11,818 | **16,833** |
| **Gifted** | 8,691 | 8,298 | **16,989** | 7,954 | 7,819 | **15,773** | 6,966 | 6,922 | **13,888** | 6,626 | 6,515 | **13,141** | 5,738 | 5,844 | **11,582** |
| **Total** | 19,317 | 33,433 | 52,750 | 17,660 | 31,571 | 49,231 | 16,905 | 30,682 | 47,587 | 17,230 | 30,781 | 48,011 | 16,712 | 30,203 | 46,915 |

**Notes**

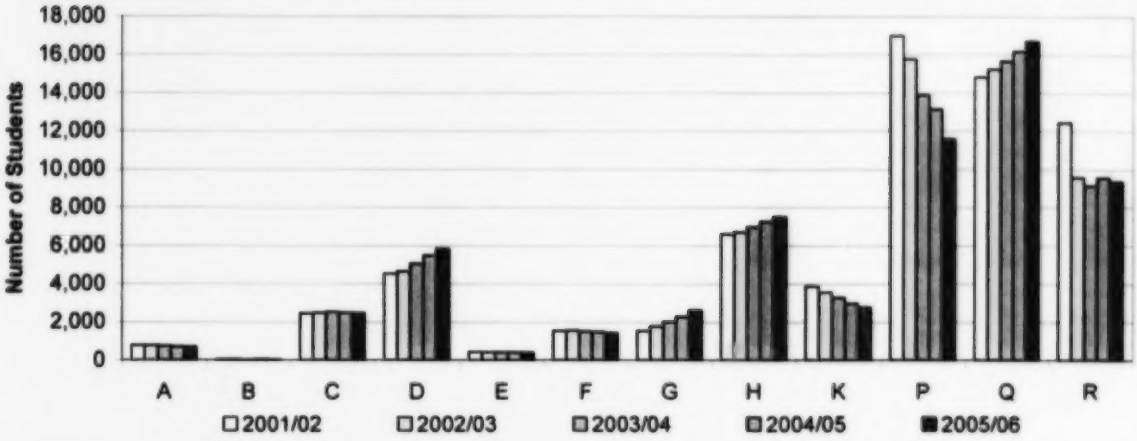
1) Refer to attached Glossary for definition of terms.

**Provincial Overview Comments**

- Between 2001/02 and 2005/06, the number of students in the Sensory Disabilities Performance Reporting Group decreased by 8%.
- Between 2001/02 and 2005/06, the number of students reported in the Learning Disabilities Performance Reporting Group increased by 13%. In 2001/02 the Ministry revised the reporting criteria for students in this category from only severe learning disabilities to include students with any level of learning disability.
- Between 2001/02 and 2005/06, the number of students reported in the Behaviour Disabilities Performance Reporting Group decreased by 11%.
- Between 2001/02 and 2005/06, the number of students in the Gifted Special Needs Performance Reporting Group decreased by 32%. The number of students reported in 2005/06 represents 2% of the total provincial enrolment, the expected incidence level for students who are gifted.

***Number of Students***
***2001/02 - 2005/06***

***Special Needs Category***
***Province - Public Schools Only***




| Number of Students | | | | | | | | | | | | | | Special Needs Category | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | | 2005/06 | | |
| | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| A | 372 | 401 | 773 | 379 | 394 | 773 | 375 | 385 | 760 | 349 | 363 | 712 | 336 | 350 | 686 |
| B | 20 | 26 | 46 | 20 | 29 | 49 | 21 | 26 | 47 | 23 | 31 | 54 | 21 | 27 | 48 |
| C | 1,043 | 1,412 | 2,455 | 1,062 | 1,415 | 2,477 | 1,076 | 1,445 | 2,521 | 1,067 | 1,423 | 2,490 | 1,029 | 1,428 | 2,457 |
| D | 1,514 | 3,003 | 4,517 | 1,534 | 3,111 | 4,645 | 1,613 | 3,433 | 5,046 | 1,745 | 3,738 | 5,483 | 1,875 | 3,952 | 5,827 |
| E | 175 | 250 | 425 | 164 | 242 | 406 | 170 | 235 | 405 | 168 | 231 | 399 | 161 | 230 | 391 |
| F | 662 | 868 | 1,530 | 670 | 881 | 1,551 | 657 | 854 | 1,511 | 661 | 827 | 1,488 | 617 | 789 | 1,406 |
| G | 247 | 1,276 | 1,523 | 281 | 1,484 | 1,765 | 313 | 1,694 | 2,007 | 345 | 1,917 | 2,262 | 400 | 2,193 | 2,593 |
| H | 1,772 | 4,801 | 6,573 | 1,858 | 4,834 | 6,692 | 1,961 | 5,014 | 6,975 | 2,152 | 5,101 | 7,253 | 2,295 | 5,182 | 7,477 |
| K | 1,562 | 2,300 | 3,862 | 1,450 | 2,112 | 3,562 | 1,350 | 1,926 | 3,276 | 1,238 | 1,733 | 2,971 | 1,132 | 1,619 | 2,751 |
| P | 8,691 | 8,298 | 16,989 | 7,954 | 7,819 | 15,773 | 6,966 | 6,922 | 13,888 | 6,626 | 6,515 | 13,141 | 5,738 | 5,844 | 11,582 |
| Q | 4,079 | 10,725 | 14,804 | 4,284 | 10,950 | 15,234 | 4,534 | 11,133 | 15,667 | 4,863 | 11,305 | 16,168 | 5,181 | 11,522 | 16,703 |
| R | 3,938 | 8,491 | 12,429 | 2,730 | 6,845 | 9,575 | 2,617 | 6,524 | 9,141 | 2,760 | 6,802 | 9,562 | 2,720 | 6,636 | 9,356 |
| Total | 24,075 | 41,851 | 65,926 | 22,386 | 40,116 | 62,502 | 21,653 | 39,591 | 61,244 | 21,997 | 39,986 | 61,983 | 21,505 | 39,772 | 61,277 |

**Notes**

1) Special Needs Categories
   - Category A – Physically Dependent
   - Category B – Deafblind
   - Category C – Moderate to Severe / Profound Intellectual Disability
   - Category D – Physical Disability / Chronic Health Impairment
   - Category E – Visual Impairment
   - Category F – Deaf or Hard of Hearing
   - Category G – Autism
   - Category H – Intensive Behaviour Interventions /Serious Mental Illness
   - Category K – Mild Intellectual Disability
   - Category P – Gifted
   - Category Q – Learning Disability (formerly Category J)
   - Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)

***Number of Students***
***2001/02 - 2005/06***

***Special Needs Category***
***Province - Public Schools Only***

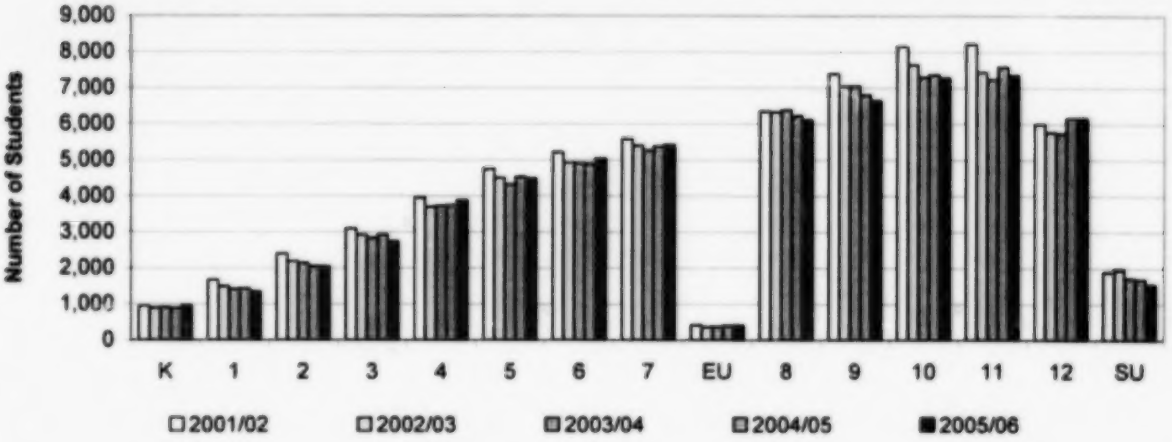
**Provincial Overview Comments**

- Between 2001/02 and 2005/06, the number of students that are Physically Dependent (A) decreased by 11%.
- Between 2001/02 and 2005/06, the number of students that are Deafblind (B) decreased by 4%.
- Between 2001/02 and 2005/06, the number of students with Moderate to Severe / Profound Intellectual Disability (C) has not changed significantly.
- Between 2001/02 and 2005/06, the number of students with Physical Disability / Chronic Health Impairment (D) increased 29%.
- Between 2001/02 and 2005/06, the number of students that are Visual Impairment (E) decreased by 8%.
- Between 2001/02 and 2005/06, the number of students that are Deaf or Hard of Hearing (F) decreased by 8%.
- Between 2001/02 and 2005/06, the number of students with Autism (G) increased by 70%. In 2002/03, the Ministry of Education revised its identification criteria for these students to be more aligned with BC Ministry of Health Standards and Guidelines for the Assessment and Diagnosis of Young Children with Autism Spectrum Disorder.

- Between 2001/02 and 2005/06, the number of students with Intensive Behaviour Interventions/Serious Mental Illness (H) increased by 14%. In 2001/02 the Ministry of Education updated this category to include students with Serious Mental Illness. Since 2001/02, the enrolment data has increased 2-4% annually.
- Between 2001/02 and 2005/06, the number of students reported with Mild Intellectual Disability (K) decreased by 29%.
- Between 2001/02 and 2005/06, the number of students that are Gifted (P) decreased by 32%. While enrolment of students reported as gifted has declined each year since 1996/97, the number of students reported in 2005/06 represents 2% of the total provincial enrolment, the expected incidence level for students who are gifted.
- Between 2001/02 and 2005/06, the number and students reported in the Learning Disability (Q) category increased by 13%. In 2001/02 the Ministry revised the reporting criteria for students in this category from only severe learning disabilities to include students with any level of learning disability.
- Between 2001/02 and 2005/06, the number of students reported in the Moderate Behaviour Support / Mental Illness (R) category decreased by 25%.

***Number of All Students with Special Needs***
***2001/02 - 2005/06***

***Grade Level***
***Province - Public Schools Only***




Number of All Students with Special Needs — Grade Level

| | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | | 2005/06 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| K | 281 | 662 | 943 | 282 | 609 | 891 | 290 | 614 | 904 | 261 | 621 | 882 | 276 | 671 | 947 |
| 1 | 477 | 1,191 | 1,668 | 437 | 1,052 | 1,489 | 418 | 991 | 1,409 | 437 | 982 | 1,419 | 393 | 950 | 1,343 |
| 2 | 718 | 1,674 | 2,392 | 615 | 1,571 | 2,186 | 610 | 1,526 | 2,136 | 591 | 1,455 | 2,046 | 619 | 1,418 | 2,037 |
| 3 | 949 | 2,137 | 3,086 | 886 | 2,035 | 2,921 | 823 | 2,016 | 2,839 | 854 | 2,066 | 2,920 | 808 | 1,925 | 2,733 |
| 4 | 1,241 | 2,697 | 3,938 | 1,196 | 2,499 | 3,695 | 1,140 | 2,577 | 3,717 | 1,153 | 2,578 | 3,731 | 1,217 | 2,649 | 3,866 |
| 5 | 1,534 | 3,205 | 4,739 | 1,419 | 3,081 | 4,500 | 1,397 | 2,919 | 4,316 | 1,455 | 3,064 | 4,519 | 1,439 | 3,036 | 4,475 |
| 6 | 1,730 | 3,481 | 5,211 | 1,620 | 3,299 | 4,919 | 1,534 | 3,369 | 4,903 | 1,649 | 3,238 | 4,887 | 1,650 | 3,371 | 5,021 |
| 7 | 1,815 | 3,766 | 5,581 | 1,785 | 3,607 | 5,392 | 1,729 | 3,529 | 5,258 | 1,732 | 3,642 | 5,374 | 1,831 | 3,576 | 5,407 |
| EU | 94 | 318 | 412 | 89 | 272 | 361 | 105 | 267 | 372 | 100 | 294 | 394 | 97 | 305 | 402 |
| Sub-total | 8,839 | 19,131 | 27,970 | 8,329 | 18,025 | 26,354 | 8,046 | 17,808 | 25,854 | 8,232 | 17,940 | 26,172 | 8,330 | 17,901 | 26,231 |
| 8 | 2,200 | 4,139 | 6,339 | 2,186 | 4,140 | 6,326 | 2,242 | 4,134 | 6,376 | 2,149 | 4,076 | 6,225 | 2,037 | 4,069 | 6,106 |
| 9 | 2,810 | 4,572 | 7,382 | 2,629 | 4,415 | 7,044 | 2,622 | 4,420 | 7,042 | 2,485 | 4,318 | 6,803 | 2,352 | 4,287 | 6,639 |
| 10 | 3,293 | 4,852 | 8,145 | 3,000 | 4,634 | 7,634 | 2,804 | 4,491 | 7,295 | 2,828 | 4,536 | 7,364 | 2,713 | 4,555 | 7,268 |
| 11 | 3,508 | 4,710 | 8,218 | 2,989 | 4,439 | 7,428 | 2,899 | 4,324 | 7,223 | 3,070 | 4,506 | 7,576 | 2,911 | 4,428 | 7,339 |
| 12 | 2,712 | 3,275 | 5,987 | 2,536 | 3,227 | 5,763 | 2,398 | 3,336 | 5,734 | 2,595 | 3,562 | 6,157 | 2,572 | 3,585 | 6,157 |
| SU | 713 | 1,172 | 1,885 | 717 | 1,236 | 1,953 | 642 | 1,078 | 1,720 | 638 | 1,048 | 1,686 | 590 | 947 | 1,537 |
| Sub-total | 15,236 | 22,720 | 37,956 | 14,057 | 22,091 | 36,148 | 13,607 | 21,783 | 35,390 | 13,765 | 22,046 | 35,811 | 13,175 | 21,871 | 35,046 |
| Total | 24,075 | 41,851 | 65,926 | 22,386 | 40,116 | 62,502 | 21,653 | 39,591 | 61,244 | 21,997 | 39,986 | 61,983 | 21,505 | 39,772 | 61,277 |

**Notes**

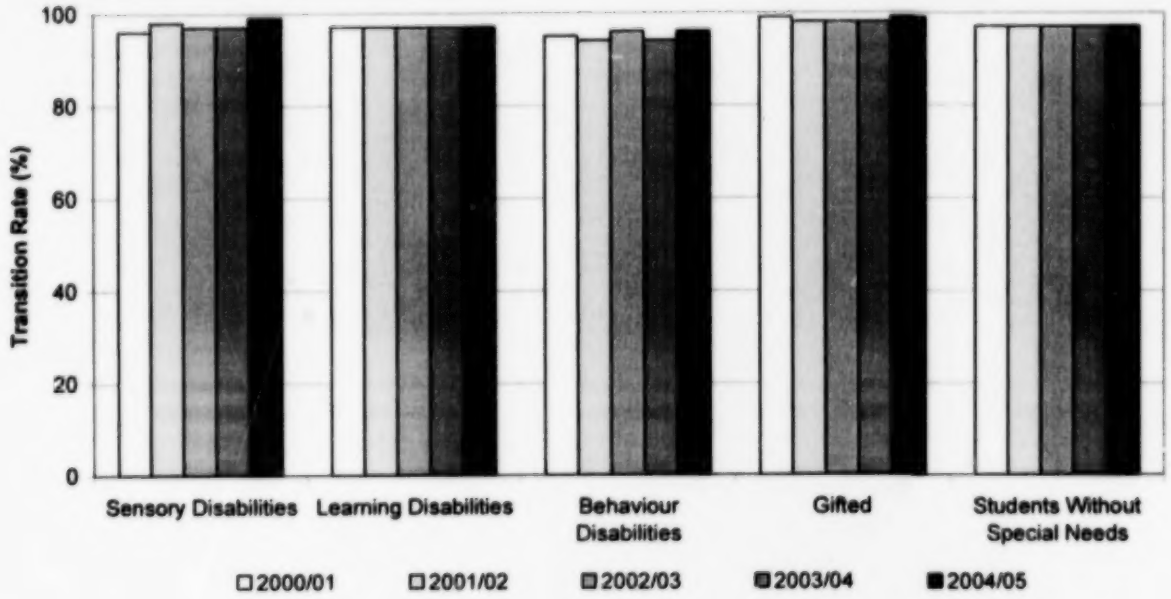
1) Refer to attached Glossary for definition of terms.

**Provincial Overview Comments**

• Between 2001/02 and 2005/06, the number of students with special needs has generally declined in each grade level, with the exception of grade 12.

***Grade-to-Grade Transition - Grade 6 to Higher Grade***
***2000/01 - 2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***




| Grade-to-Grade Transition - Grade 6 to Higher Grade | Performance Reporting Groups | | | | |
|---|---|---|---|---|---|
| | Transition Rate (%) | | | | |
| | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
| **Sensory Disabilities** | 96 | 98 | 97 | 97 | 99 |
| **Learning Disabilities** | 97 | 97 | 97 | 97 | 97 |
| **Behaviour Disabilities** | 95 | 94 | 96 | 94 | 96 |
| **Gifted** | 99 | 98 | 98 | 98 | 99 |
| **Students Without Special Needs** | 97 | 97 | 97 | 97 | 97 |

**Notes**

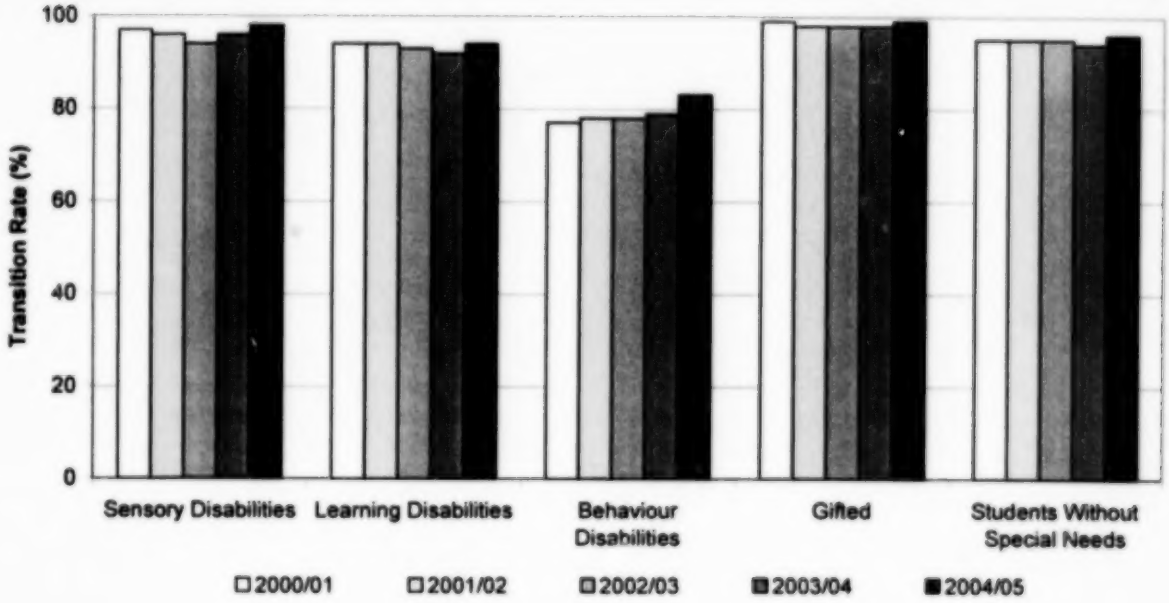
1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary

**Provincial Overview Comments**

• For each Performance Reporting Group, the transition rate for grade 6 students is comparable to the rate for students without special needs.

***Grade-to-Grade Transition - Grade 8 to Higher Grade***
***2000/01 - 2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***




| Grade-to-Grade Transition - Grade 8 to Higher Grade | Performance Reporting Groups | | | | |
|---|---|---|---|---|---|
| | Transition Rate (%) | | | | |
| | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
| **Sensory Disabilities** | 97 | 96 | 94 | 96 | 98 |
| **Learning Disabilities** | 94 | 94 | 93 | 92 | 94 |
| **Behaviour Disabilities** | 77 | 78 | 78 | 79 | 83 |
| **Gifted** | 99 | 98 | 98 | 98 | 99 |
| **Students Without Special Needs** | 95 | 95 | 95 | 94 | 96 |

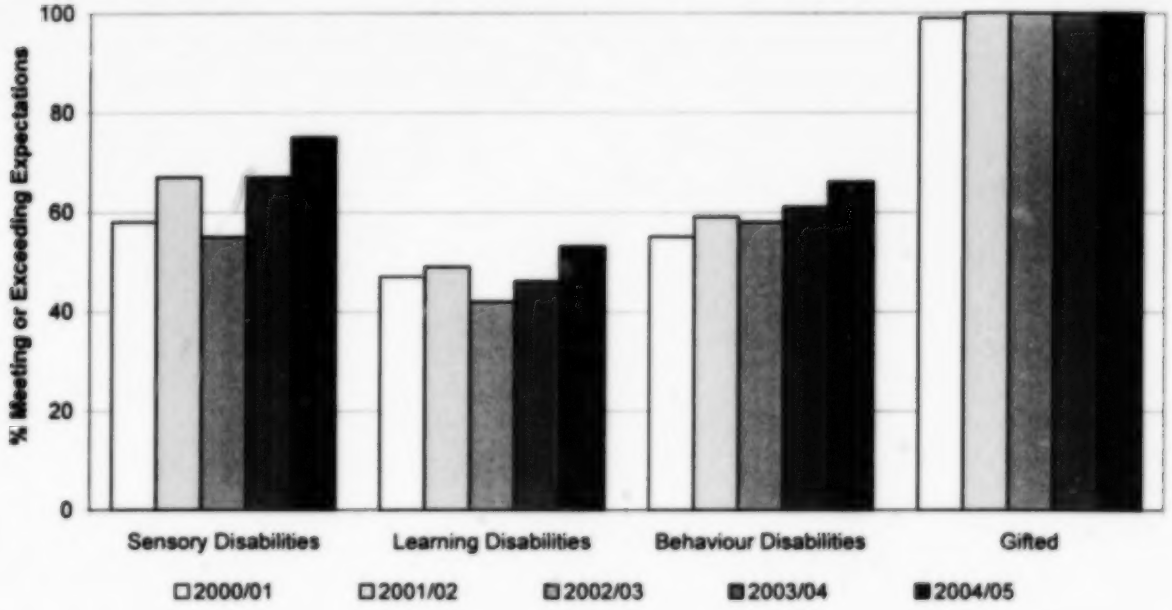
**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• For each Performance Reporting Group, with the exception of students with Behaviour Disabilities, the transition rate for grade 8 students is comparable to the rate for students without special needs.

***Foundation Skills Assessment - Grade 4 - Reading Comprehension Performance by Groups***
***2000/01 - 2004/05 Province - Public Schools Only***




**Foundation Skills Assessment - Grade 4 - Reading Comprehension Performance by Groups**

| | Meeting or Exceeding Expectations | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 67 | **58** | 83 | **67** | 71 | **55** | 74 | **67** | 88 | **75** |
| **Learning Disabilities** | 279 | **47** | 286 | **49** | 259 | **42** | 275 | **46** | 332 | **53** |
| **Behaviour Disabilities** | 435 | **55** | 411 | **59** | 345 | **58** | 389 | **61** | 415 | **66** |
| **Gifted** | 796 | **99** | 742 | **100** | 649 | **100** | 511 | **100** | 502 | **100** |
| | | | | | | | | | | |
| **Total** | 1,577 | | 1,522 | | 1,324 | | 1,249 | | 1,337 | |

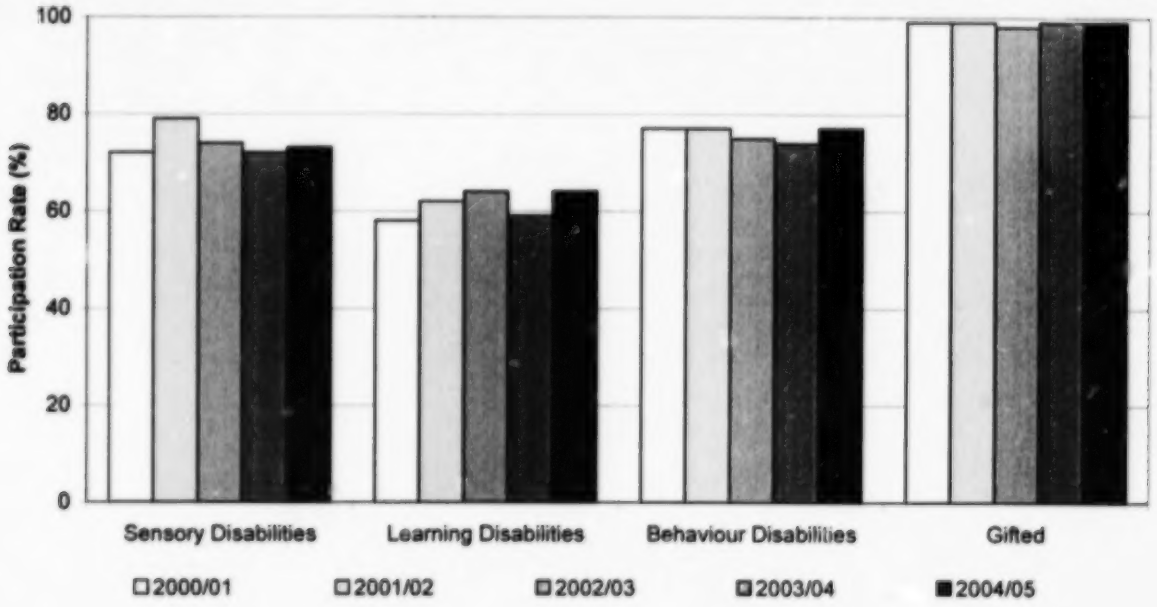
**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

***Foundation Skills Assessment - Grade 4 - Reading Comprehension Participation by Groups***
***2000/01 - 2004/05 Province - Public Schools Only***




| Foundation Skills Assessment - Grade 4 - Reading Comprehension | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) |
| **Sensory Disabilities** | 72 | 19 | 9 | 79 | 5 | 16 | 74 | 17 | 9 | 72 | 22 | 6 | 73 | 21 | 6 |
| **Learning Disabilities** | 58 | 25 | 17 | 62 | 13 | 25 | 64 | 27 | 9 | 59 | 34 | 7 | 64 | 29 | 7 |
| **Behaviour Disabilities** | 77 | 12 | 11 | 77 | 4 | 20 | 75 | 16 | 8 | 74 | 19 | 7 | 77 | 18 | 5 |
| **Gifted** | 99 | 0 | 1 | 99 | 0 | 1 | 98 | 0 | 2 | 99 | 0 | 1 | 99 | 0 | 1 |

**Notes**

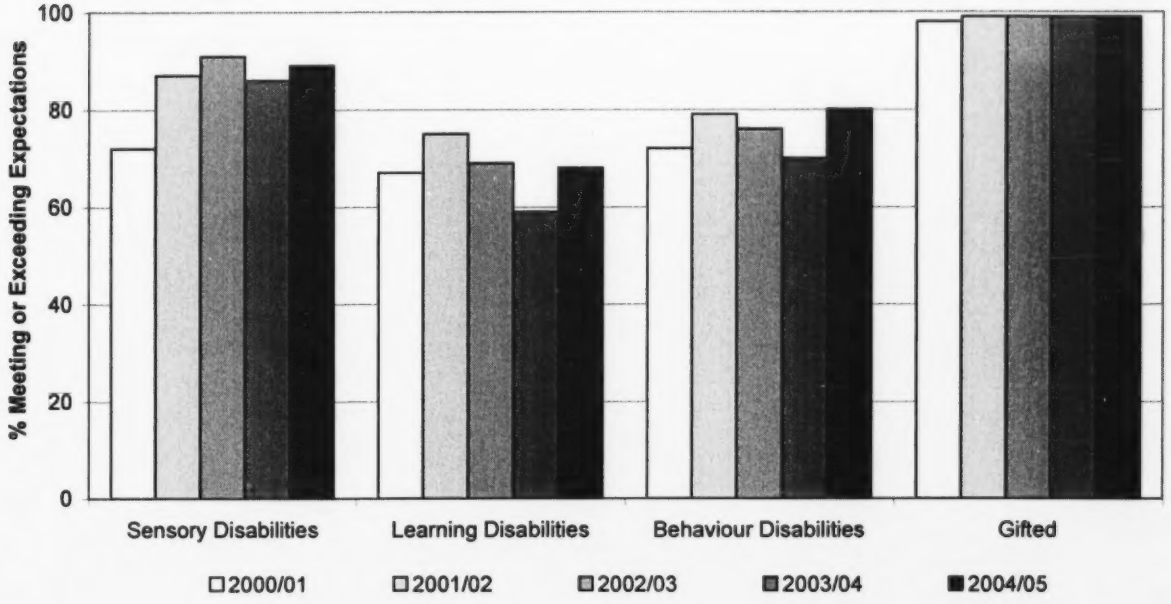
1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

***Foundation Skills Assessment - Grade 4 - Writing***
***2000/01 - 2004/05***

***Performance by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 4 - Writing | | | | | | | | | | Performance by Groups |
|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting or Exceeding Expectations | | | | | | | | | |
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 84 | 72 | 107 | 87 | 111 | 91 | 96 | 86 | 108 | 89 |
| **Learning Disabilities** | 411 | 67 | 451 | 75 | 430 | 69 | 344 | 59 | 430 | 68 |
| **Behaviour Disabilities** | 542 | 72 | 541 | 79 | 428 | 76 | 418 | 70 | 485 | 80 |
| **Gifted** | 784 | 98 | 730 | 99 | 638 | 99 | 498 | 99 | 495 | 99 |
| **Total** | 1,821 | | 1,829 | | 1,607 | | 1,356 | | 1,518 | |

**Notes**

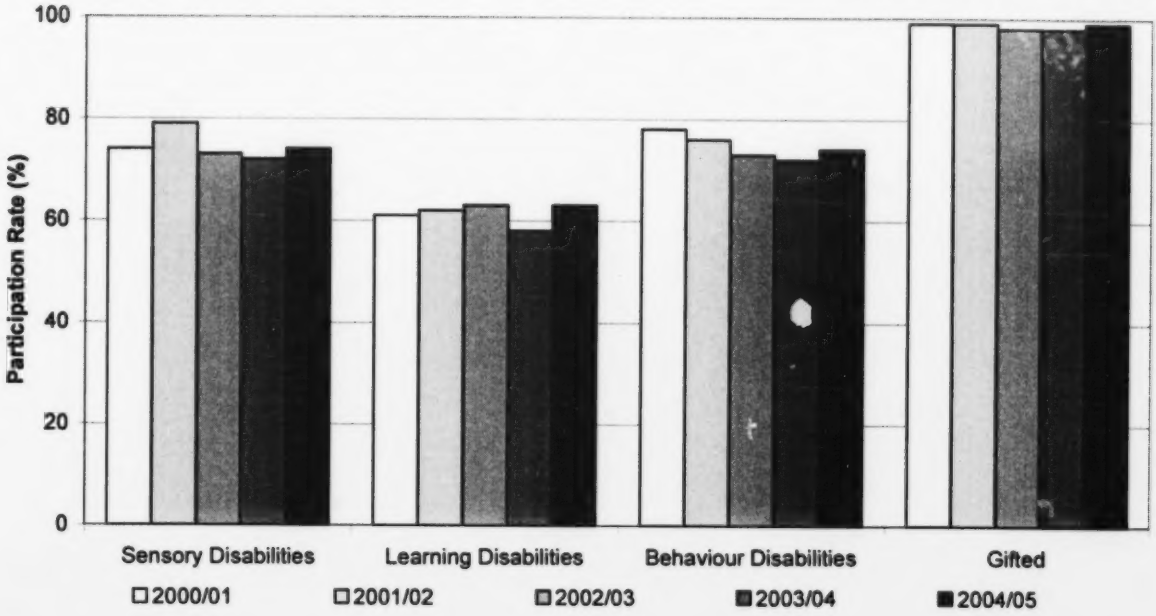
1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

***Foundation Skills Assessment - Grade 4 - Writing***
***2000/01 - 2004/05***

***Participation by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 4 - Writing | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) |
| **Sensory Disabilities** | 74 | 19 | 7 | 79 | 5 | 16 | 73 | 16 | 10 | 72 | 21 | 7 | 74 | 20 | 6 |
| **Learning Disabilities** | 61 | 25 | 14 | 62 | 13 | 25 | 63 | 26 | 10 | 58 | 33 | 9 | 63 | 29 | 8 |
| **Behaviour Disabilities** | 78 | 12 | 10 | 76 | 4 | 20 | 73 | 15 | 11 | 72 | 19 | 8 | 74 | 18 | 8 |
| **Gifted** | 99 | 0 | 1 | 99 | 0 | 1 | 98 | 0 | 2 | 98 | 0 | 2 | 99 | 0 | 1 |

**Notes**

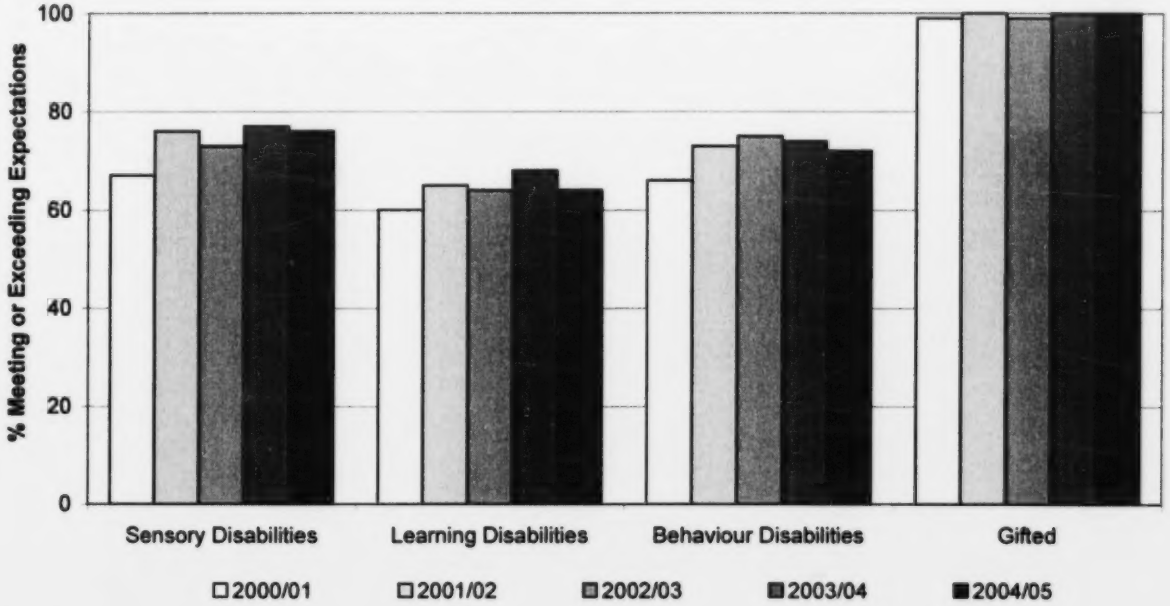
1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

***Foundation Skills Assessment - Grade 4 - Numeracy*** ***Performance by Groups***

***2000/01 - 2004/05*** ***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 4 - Numeracy | Performance by Groups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting or Exceeding Expectations | | | | | | | | | |
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 75 | **67** | 93 | **76** | 96 | **73** | 88 | **77** | 91 | **76** |
| **Learning Disabilities** | 390 | **60** | 403 | **65** | 423 | **64** | 432 | **68** | 411 | **64** |
| **Behaviour Disabilities** | 506 | **66** | 502 | **73** | 443 | **75** | 450 | **74** | 460 | **72** |
| **Gifted** | 799 | **99** | 737 | **100** | 649 | **99** | 510 | **100** | 499 | **100** |
| **Total** | 1,770 | | 1,735 | | 1,611 | | 1,480 | | 1,461 | |

**Notes**

1) Refer to attached Glossary for definition of terms.

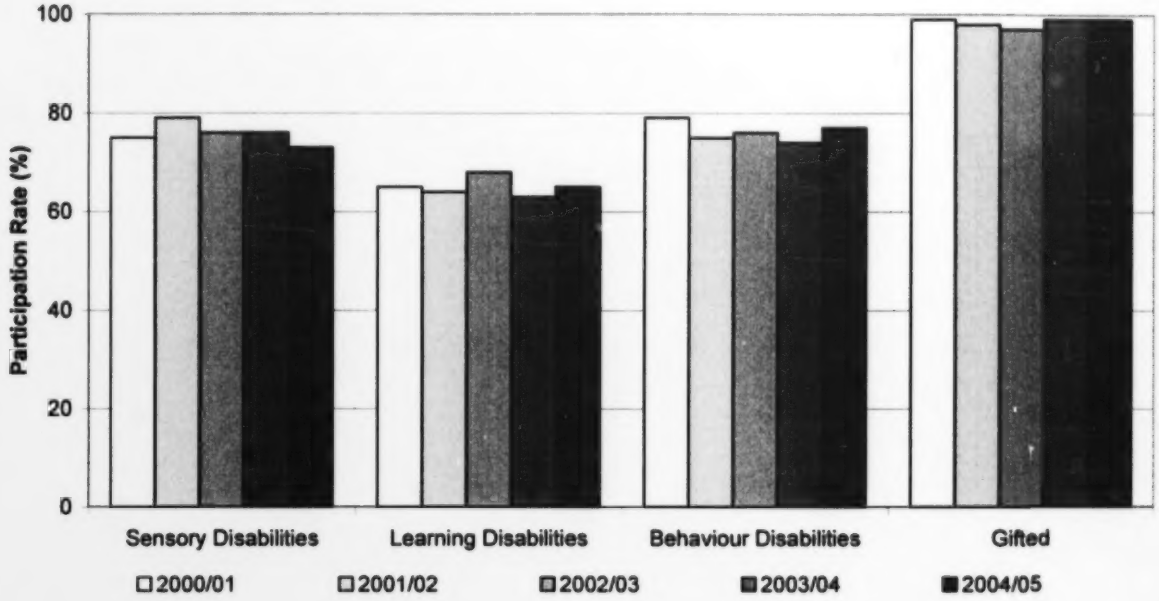
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

***Foundation Skills Assessment - Grade 4 - Numeracy***
***2000/01 - 2004/05***

***Participation by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 4 - Numeracy | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) |
| **Sensory Disabilities** | 75 | 19 | 6 | 79 | 5 | 16 | 76 | 15 | 10 | 76 | 21 | 3 | 73 | 21 | 7 |
| **Learning Disabilities** | 65 | 25 | 11 | 64 | 10 | 26 | 68 | 24 | 8 | 63 | 29 | 8 | 65 | 29 | 7 |
| **Behaviour Disabilities** | 79 | 12 | 9 | 75 | 4 | 21 | 76 | 16 | 8 | 74 | 19 | 7 | 77 | 18 | 6 |
| **Gifted** | 99 | 0 | 1 | 98 | 0 | 1 | 97 | 1 | 2 | 99 | 0 | 1 | 99 | 0 | 1 |

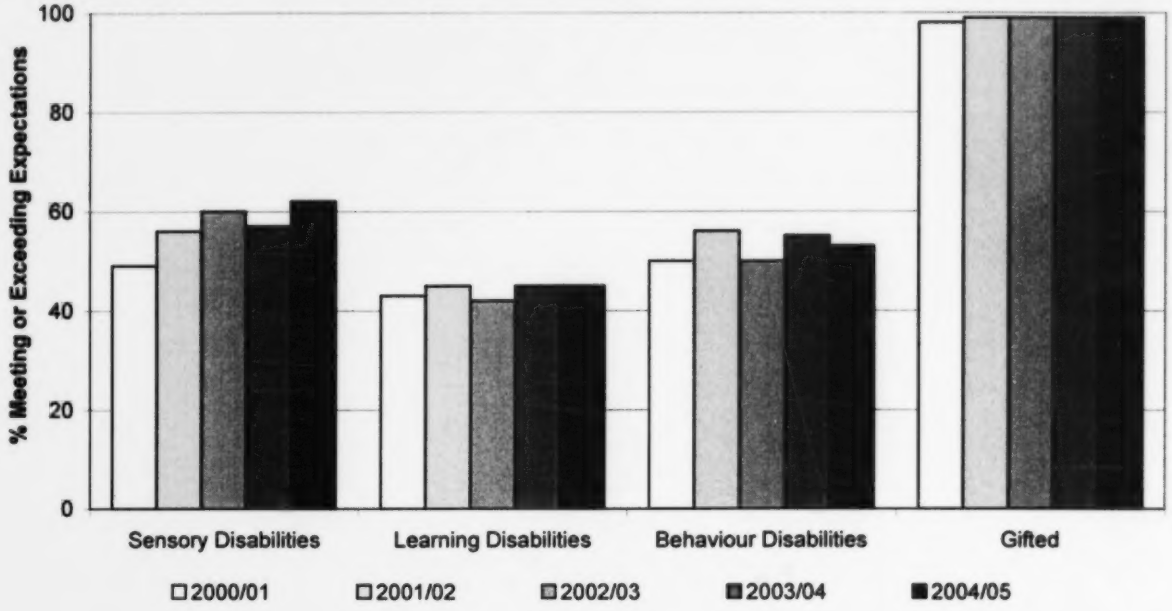
**Notes**

1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

***Foundation Skills Assessment - Grade 7 - Reading Comprehension Performance by Groups***
***2000/01 - 2004/05 Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Reading Comprehension | | | | | | | | | | Performance by Groups |
|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting or Exceeding Expectations | | | | | | | | | |
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 62 | **49** | 69 | **56** | 73 | **60** | 65 | **57** | 73 | **62** |
| **Learning Disabilities** | 467 | **43** | 503 | **45** | 467 | **42** | 530 | **45** | 562 | **45** |
| **Behaviour Disabilities** | 458 | **50** | 534 | **56** | 424 | **50** | 434 | **55** | 455 | **53** |
| **Gifted** | 1,474 | **98** | 1,393 | **99** | 1,241 | **99** | 1,056 | **99** | 1,017 | **99** |
| | | | | | | | | | | |
| **Total** | 2,461 | | 2,499 | | 2,205 | | 2,085 | | 2,107 | |

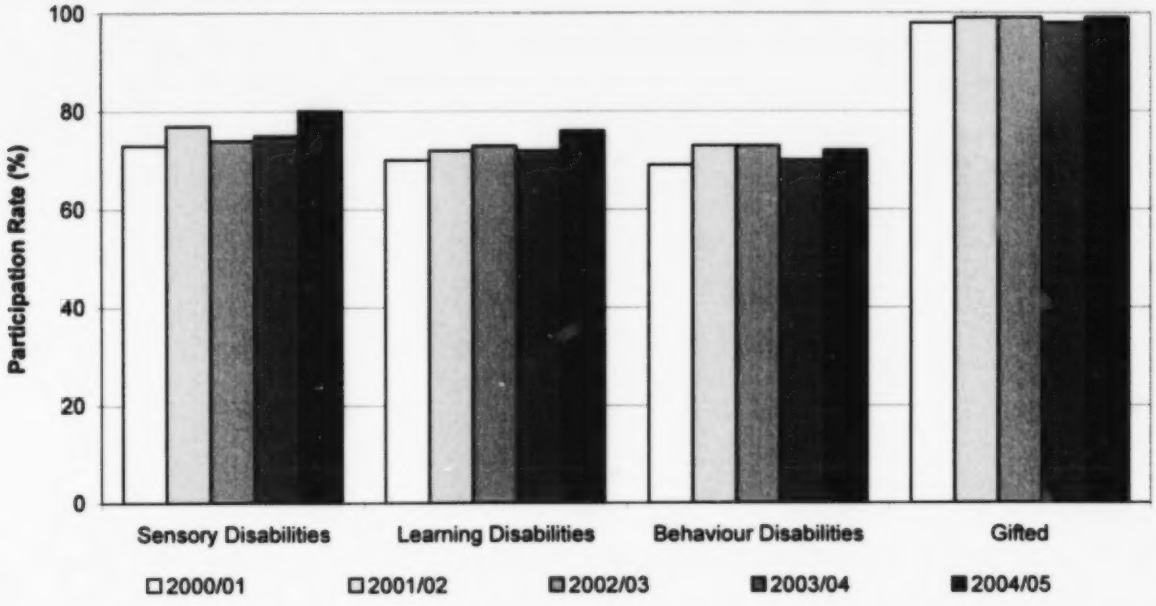
**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

***Foundation Skills Assessment - Grade 7 - Reading Comprehension Participation by Groups***
***2000/01 - 2004/05 Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Reading Comprehension | | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | |
| **Sensory Disabilities** | 73 | 16 | 11 | 77 | 4 | 19 | 74 | 17 | 9 | 75 | 21 | 4 | 80 | 14 | 6 | |
| **Learning Disabilities** | 70 | 22 | 8 | 72 | 6 | 22 | 73 | 21 | 6 | 72 | 25 | 3 | 76 | 21 | 3 | |
| **Behaviour Disabilities** | 69 | 16 | 15 | 73 | 5 | 22 | 73 | 13 | 14 | 70 | 18 | 11 | 72 | 15 | 13 | |
| **Gifted** | 98 | 0 | 2 | 99 | 0 | 1 | 99 | 0 | 1 | 98 | 0 | 2 | 99 | 0 | 1 | |

**Notes**

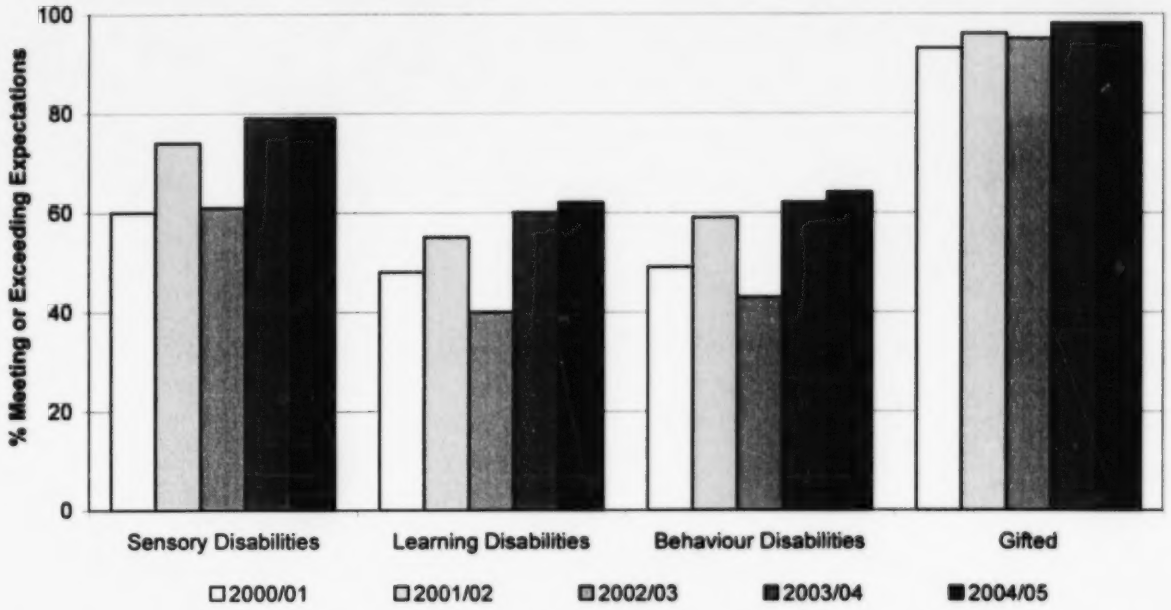
1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups has increased.

***Foundation Skills Assessment - Grade 7 - Writing***
***2000/01 - 2004/05***

***Performance by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Writing | | | | | | | | | | Performance by Groups |
|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting or Exceeding Expectations | | | | | | | | | |
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 77 | **60** | 91 | **74** | 73 | **61** | 90 | **79** | 92 | **79** |
| **Learning Disabilities** | 517 | **48** | 581 | **55** | 427 | **40** | 678 | **60** | 747 | **62** |
| **Behaviour Disabilities** | 442 | **49** | 521 | **59** | 342 | **43** | 468 | **62** | 511 | **64** |
| **Gifted** | 1,402 | **93** | 1,353 | **96** | 1,173 | **95** | 1,047 | **98** | 993 | **98** |
| **Total** | 2,438 | | 2,546 | | 2,015 | | 2,283 | | 2,343 | |

**Notes**

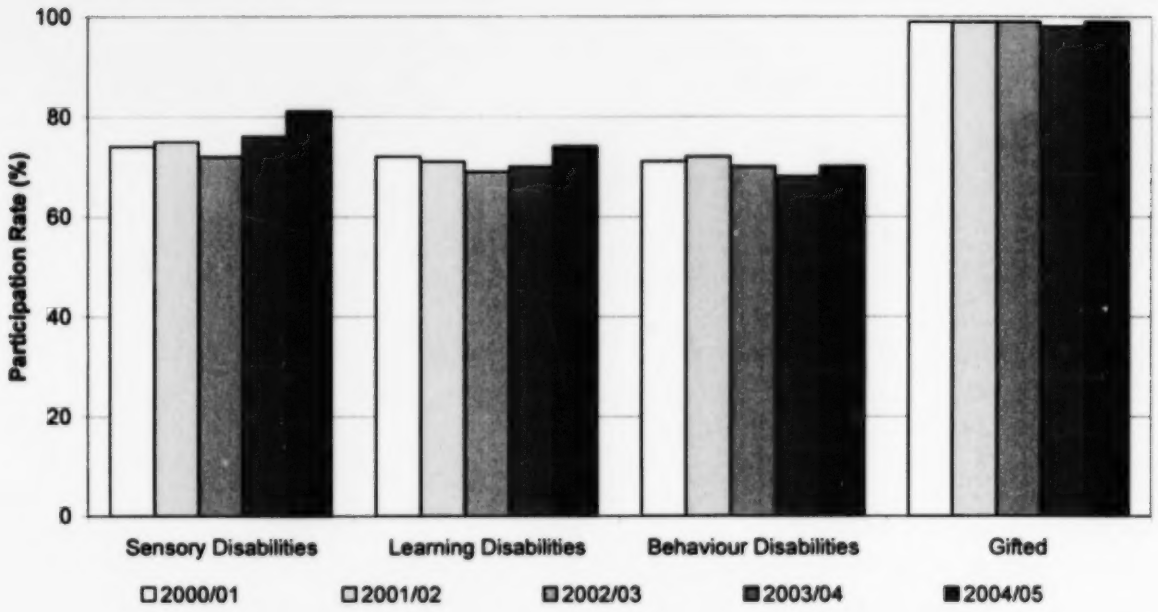
1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

***Foundation Skills Assessment - Grade 7 - Writing***
***2000/01 - 2004/05***

***Participation by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Writing | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) |
| **Sensory Disabilities** | **74** | 16 | 10 | **75** | 5 | 19 | **72** | 17 | 11 | **76** | 21 | 3 | **81** | 14 | 5 |
| **Learning Disabilities** | **72** | 22 | 7 | **71** | 6 | 23 | **69** | 21 | 9 | **70** | 25 | 5 | **74** | 21 | 4 |
| **Behaviour Disabilities** | **71** | 16 | 14 | **72** | 5 | 23 | **70** | 14 | 16 | **68** | 19 | 14 | **70** | 16 | 15 |
| **Gifted** | **99** | 0 | 1 | **99** | 0 | 1 | **99** | 0 | 1 | **98** | 0 | 2 | **99** | 0 | 1 |

**Notes**

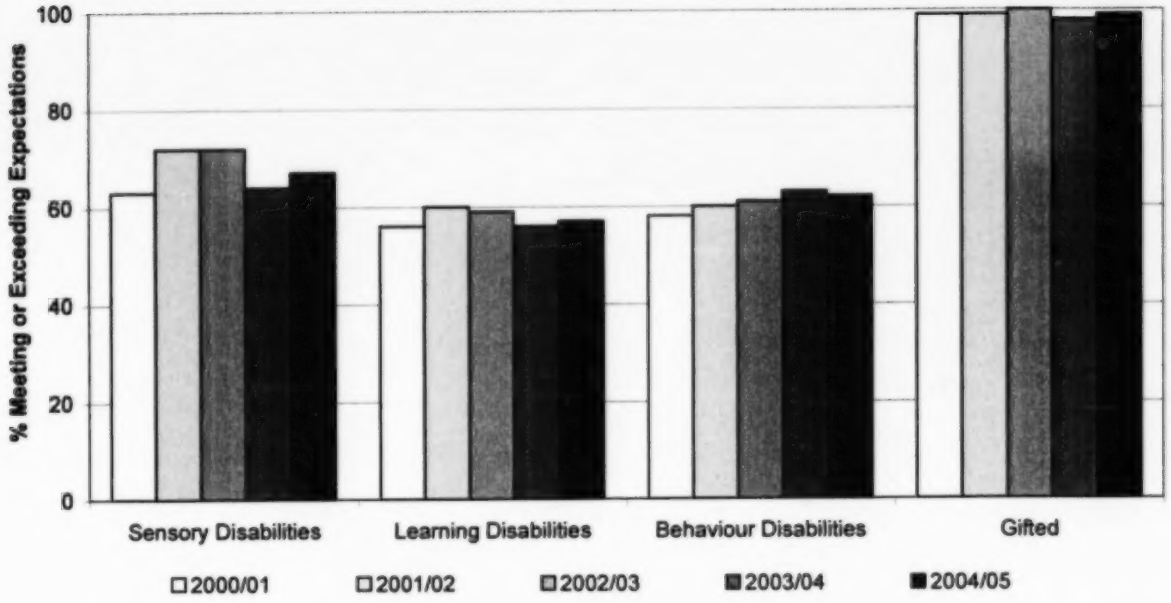
1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

***Foundation Skills Assessment - Grade 7 - Numeracy***
***2000/01 - 2004/05***

***Performance by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Numeracy | | | | | | | | | | Performance by Groups |
|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting or Exceeding Expectations | | | | | | | | | |
| | 2000/01 | | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | |
| | # | % | # | % | # | % | # | % | # | % |
| **Sensory Disabilities** | 80 | **63** | 87 | **72** | 83 | **72** | 68 | **64** | 75 | **67** |
| **Learning Disabilities** | 589 | **56** | 649 | **60** | 650 | **59** | 637 | **56** | 669 | **57** |
| **Behaviour Disabilities** | 524 | **58** | 547 | **60** | 503 | **61** | 465 | **63** | 488 | **62** |
| **Gifted** | 1,476 | **99** | 1,397 | **99** | 1,244 | **100** | 1,045 | **98** | 1,009 | **99** |
| **Total** | 2,669 | | 2,680 | | 2,480 | | 2,215 | | 2,241 | |

**Notes**

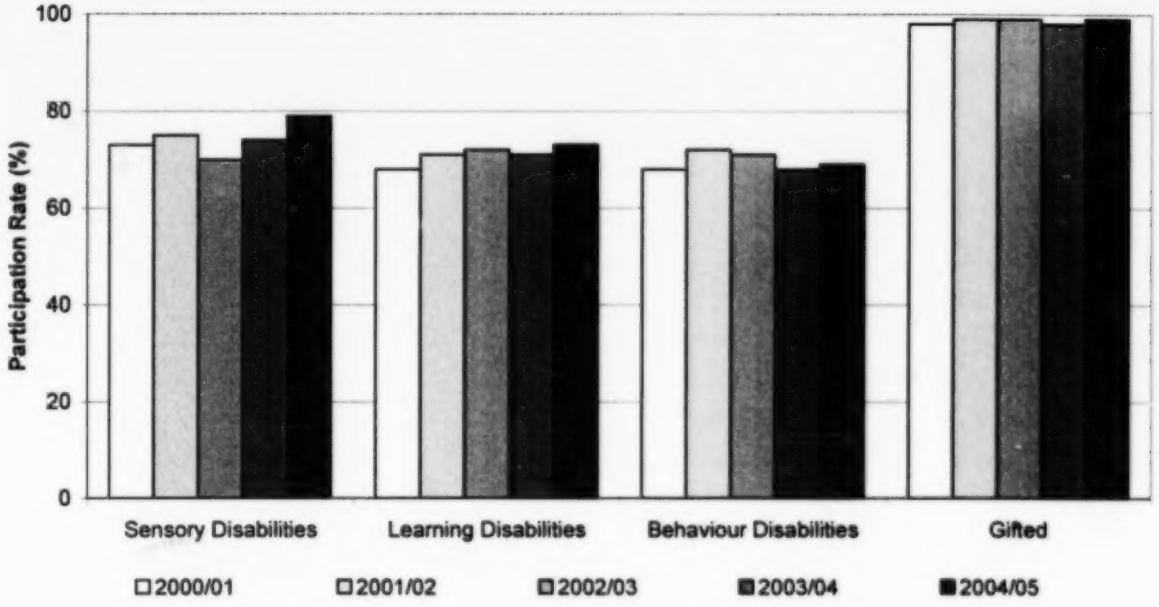
1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased, with the exception of Gifted.

***Foundation Skills Assessment - Grade 7 - Numeracy***
***2000/01 - 2004/05***

***Participation by Groups***
***Province - Public Schools Only***




| Foundation Skills Assessment - Grade 7 - Numeracy | | | | | | | | | | | | | | | | Participation by Groups |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2000/01 | | | 2001/02 | | | 2002/03 | | | 2003/04 | | | 2004/05 | | | |
| | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | Participation (%) | Excused (%) | NR (%) | |
| **Sensory Disabilities** | **73** | 16 | 11 | **75** | 7 | 19 | **70** | 20 | 10 | **74** | 21 | 5 | **79** | 16 | 5 | |
| **Learning Disabilities** | **68** | 22 | 10 | **71** | 7 | 22 | **72** | 22 | 6 | **71** | 25 | 4 | **73** | 23 | 4 | |
| **Behaviour Disabilities** | **68** | 16 | 16 | **72** | 6 | 23 | **71** | 16 | 14 | **68** | 20 | 12 | **69** | 18 | 14 | |
| **Gifted** | **98** | 0 | 2 | **99** | 0 | 1 | **99** | 0 | 1 | **98** | 0 | 2 | **99** | 0 | 1 | |

**Notes**

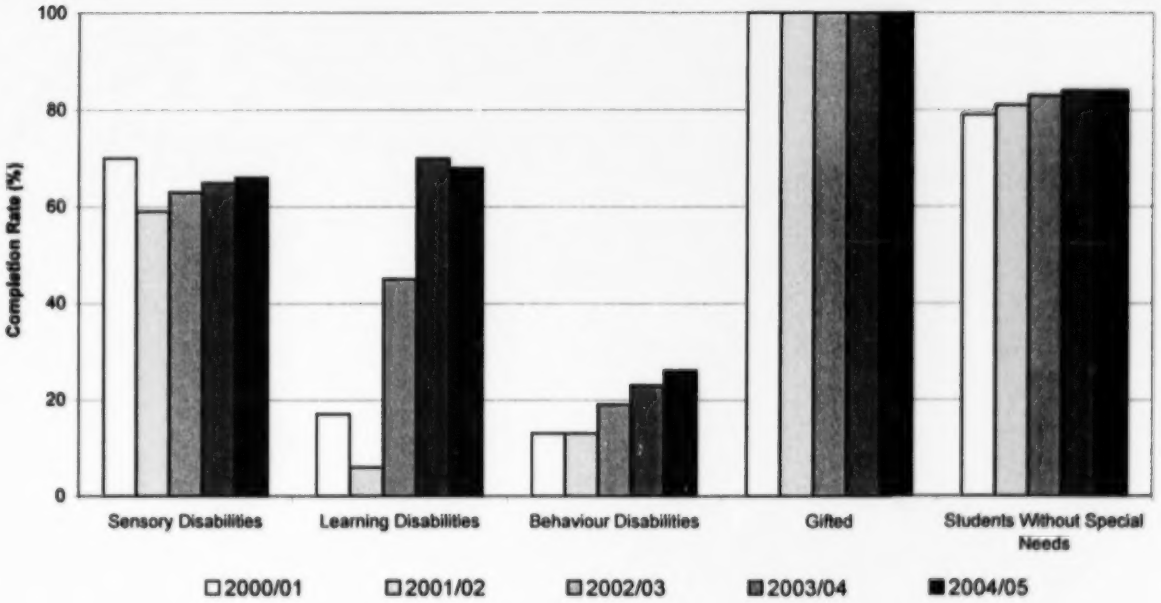
1) NR - Not Represented
2) Refer to attached Glossary for definition of terms.
3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Overview Comments**

• Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups has increased.

***Six-Year Dogwood Completion Rate***
***2000/01 - 2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***




| Six-Year Dogwood Completion Rate (%) | | | | | Performance Reporting Groups |
|---|---|---|---|---|---|
| | **2000/01** | **2001/02** | **2002/03** | **2003/04** | **2004/05** |
| **Sensory Disabilities** | 70 | 59 | 63 | 65 | 66 |
| **Learning Disabilities** | 17 | 6 | 45 | 70 | 68 |
| **Behaviour Disabilities** | 13 | 13 | 19 | 23 | 26 |
| **Gifted** | 100 | 100 | 100 | 100 | 100 |
| **Students Without Special Needs** | 79 | 81 | 83 | 84 | 84 |

**Notes**

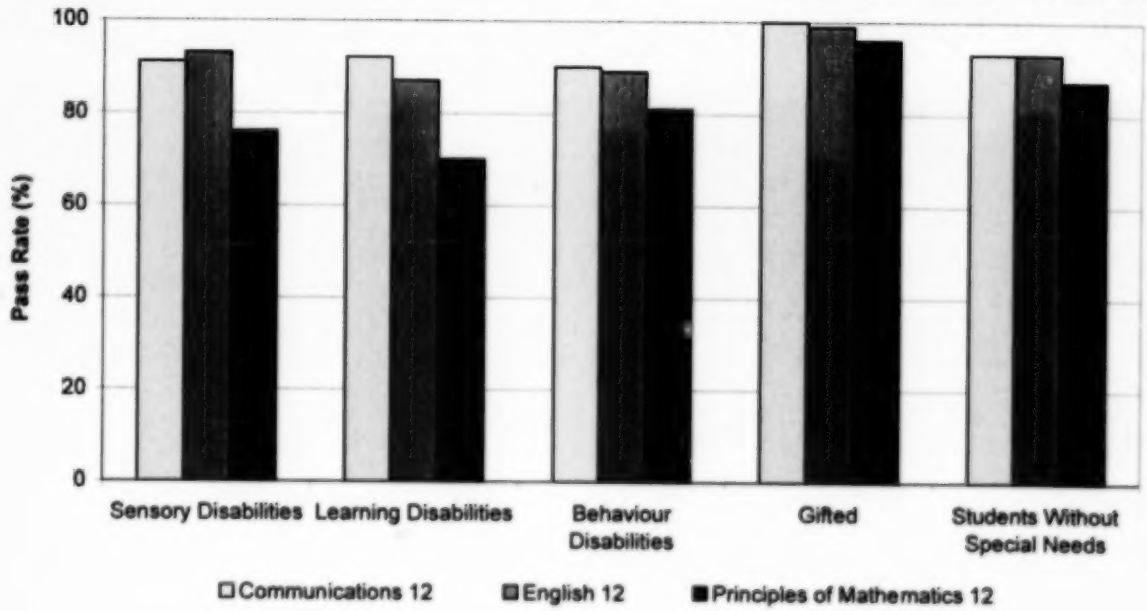
1) Refer to attached Glossary for definition of terms.

**Provincial Overview Comments**

- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Sensory Disabilities has decreased from 70% to 66%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Learning Disabilities has increased from 17% to 68%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Behaviour Disabilities has increased from 13% to 26%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students that are Gifted is consistently 100%.

***Provincial Exams - Grade 12 - Pass Rate***
***2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***



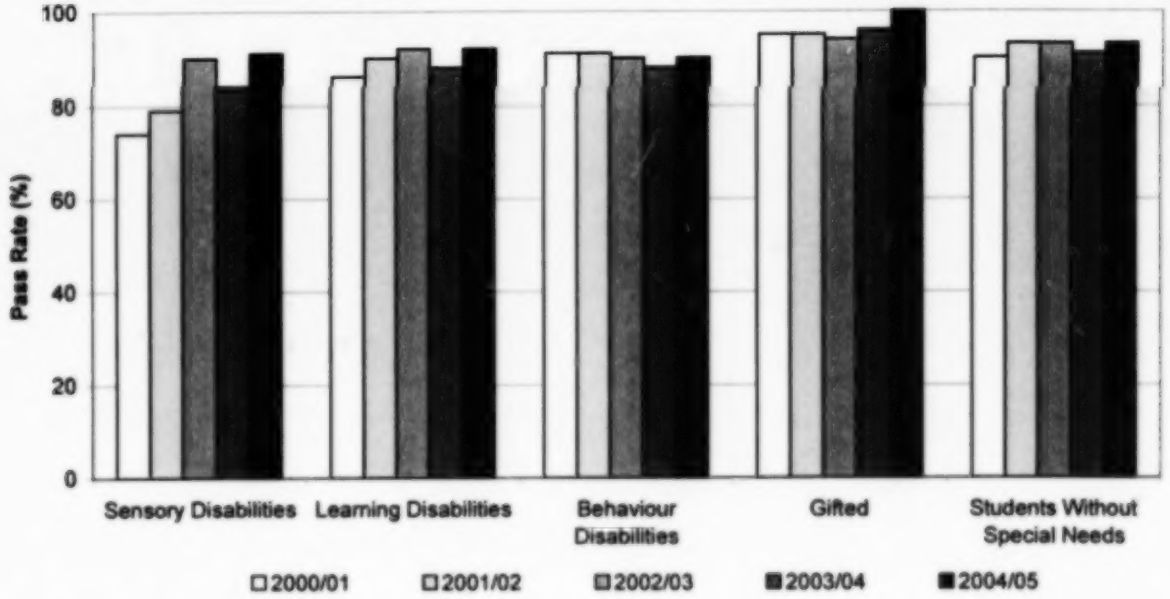

| Provincial Exams - Grade 12 - Pass Rate (%) | Performance Reporting Groups | | | | |
|---|---|---|---|---|---|
| **Subject** | **Sensory Disabilities** | **Learning Disabilities** | **Behaviour Disabilities** | **Gifted** | **Students Without Special Needs** |
| **Communications 12** | 91 | 92 | 90 | 100 | 93 |
| **English 12** | 93 | 87 | 89 | 99 | 93 |
| **Principles of Mathematics 12** | 76 | 70 | 81 | 96 | 87 |

**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

***Provincial Exam - Communications 12 - Pass Rate***
***2000/01 - 2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***



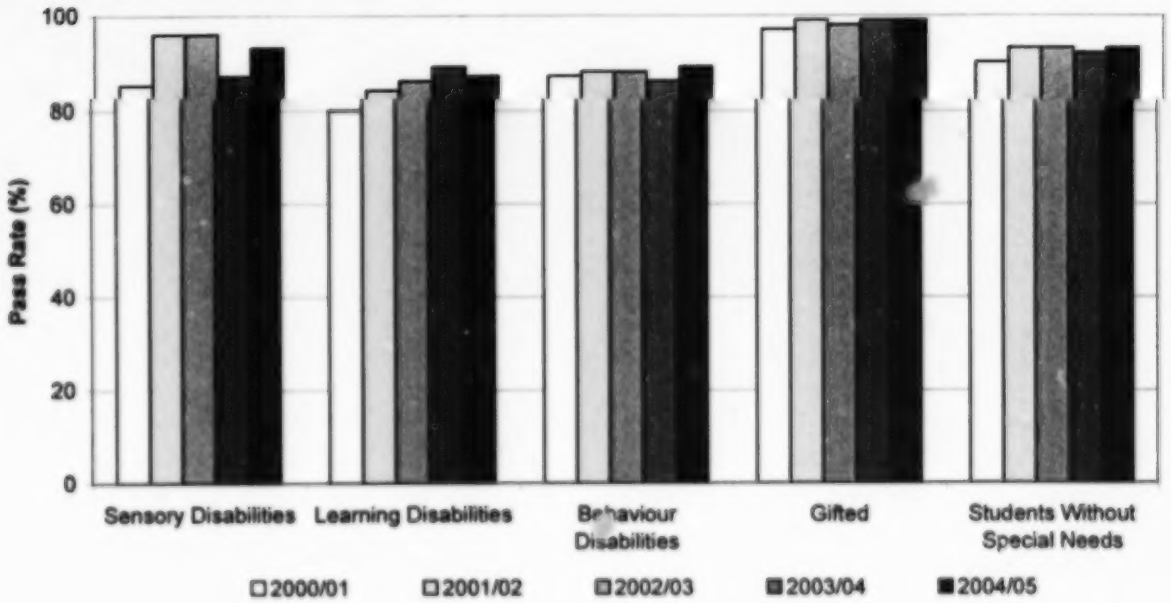

| Provincial Exam - Communications 12 - Pass Rate (%) | | | | | Performance Reporting Groups |
|---|---|---|---|---|---|
| | **2000/01** | **2001/02** | **2002/03** | **2003/04** | **2004/05** |
| **Sensory Disabilities** | 74 | 79 | 90 | 84 | 91 |
| **Learning Disabilities** | 86 | 90 | 92 | 88 | 92 |
| **Behaviour Disabilities** | 91 | 91 | 90 | 88 | 90 |
| **Gifted** | 95 | 95 | 94 | 96 | 100 |
| **Students Without Special Needs** | 90 | 93 | 93 | 91 | 93 |

**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

***Provincial Exam - English 12 - Pass Rate***
***2000/01 - 2004/05***

***Performance Reporting Groups***
***Province - Public Schools Only***



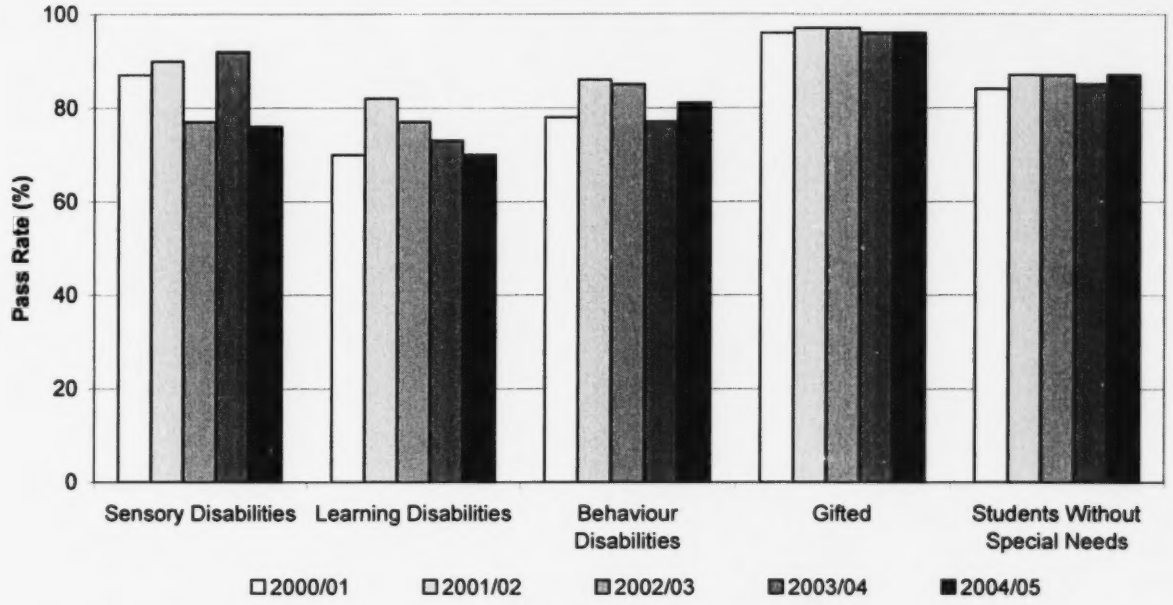

| Provincial Exam - English 12 - Pass Rate (%) | | | | | Performance Reporting Groups |
|---|---|---|---|---|---|
| | **2000/01** | **2001/02** | **2002/03** | **2003/04** | **2004/05** |
| **Sensory Disabilities** | 85 | 96 | 96 | 87 | 93 |
| **Learning Disabilities** | 80 | 84 | 86 | 89 | 87 |
| **Behaviour Disabilities** | 87 | 88 | 88 | 86 | 89 |
| **Gifted** | 97 | 99 | 98 | 99 | 99 |
| **Students Without Special Needs** | 90 | 93 | 93 | 92 | 93 |

**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

***Provincial Exam - Principles of Mathematics 12 - Pass Rate 2000/01 - 2004/05***

***Performance Reporting Groups Province - Public Schools Only***




| Provincial Exam - Principles of Mathematics 12 - Pass Rate (%) | | | | | Performance Reporting Groups |
|---|---|---|---|---|---|
| | **2000/01** | **2001/02** | **2002/03** | **2003/04** | **2004/05** |
| **Sensory Disabilities** | 87 | 90 | 77 | 92 | 76 |
| **Learning Disabilities** | 70 | 82 | 77 | 73 | 70 |
| **Behaviour Disabilities** | 78 | 86 | 85 | 77 | 81 |
| **Gifted** | 96 | 97 | 97 | 96 | 96 |
| **Students Without Special Needs** | 84 | 87 | 87 | 85 | 87 |

**Notes**

1) Refer to attached Glossary for definition of terms.
2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

## *Glossary*

| Term | Term Definition |
|---|---|
| **Aboriginal Student** | A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit). |
| **British Columbia Certificate of Graduation** | Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a *Dogwood Certificate*. |
| **Completion Rate** | See **Six-Year Dogwood Completion Rate.** |
| **Dogwood Diploma/ Certificate** | See **British Columbia Certificate of Graduation** |
| **Elementary Ungraded (EU)** | Students who are taking courses at the Kindergarten to Grade 7 level and the school personnel do not consider the student to be in a specific Grade. |
| **Eligible Grade 12 Graduation Rate** | A measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate. |
| **Exam Mark** | Best mark of a student in a school year on one or more writes of a particular provincial examination subject. |
| **Excused** | Students excused from writing the FSA by their school principals as they were unable to respond meaningfully to the assessment questions. Starting 2003/04, if the Ministry receives any test responses from an excused student, the results are included in the summary reports. |
| **Final Mark** | Final marks are based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year. |
| **Full-Day Kindergarten** | May be provided to students with special requirements. |
| **Grade to Grade Transition Rate** | The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year. Students who transition to homeschooling are not included in the calculation. |
| **Graduate** | A student that has met the British Columbia Graduation Requirements. |
| **Graduation** | A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements. |
| **Graduation Rate** | See **First Time Grade 12 Graduation Rate** or **Eligible Grade 12 Graduation Rate** |
| **Headcount** | A count of unique individuals. |
| **Individual Education Plan (IEP)** | A written plan developed for a student which describes the program modifications and/or adaptations for the student and the services that are to be provided. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies. |
| **Letter Grades** | Equivalent to the following ranges of percent scores:<br><br>**"A"** - 86% to 100%<br>**"B"** - 73% to 85%<br>**"C+"** - 67% to 72%<br>**"C"** - 60% to 66%<br>**"C-"** - 50% to 59%<br>**"F"** - below 50% |
| **Lone Parent Families (Census)** | Families with only one parent divided by all families. |
| **Msk** | Abbreviation for Mask. When reporting personal information, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm |
| **N/A** | Not Applicable |
| **Not Represented** | The number of students who did not participate in the assessment, and were not excused by the school. |

## *Glossary*

| Term | Term Definition |
|---|---|
| **Participant (Foundation Skills Assessment)** | A student who responded meaningfully to at least one question in the assessment. |
| **Participant (Provincial Examination)** | A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination. |
| **Participation Rate (Foundation Skills Assessment )** | The number of students who responded to at least one question in the assessment divided by the total number of students in that grade. |
| **Participation Rate (Provincial Examinations)** | The number of students who wrote the examination at least once in the school year and are in the same grade as the indicated exam grade level divided by the total number of students who are in the same grade as the indicated exam grade level. |
| **Participation Rate (Satisfaction Survey Results)** | The number of submitted surveys divided by the number of surveys distributed to each school. The number of surveys distributed is based on the enrolment in the grade(s) of interest. |
| **Pass (Success) Rate** | Students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year divided by students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. |
| **Performance (Foundation Skills Assessment)** | The student performance levels are:<br><br>*Exceeding Expectations* - exceeded the expectations for student's grade<br>*Meeting Expectations* - met the accepted expectations for student's grade<br>*Not Yet Meeting Expectations* - did not demonstrate sufficient skills to meet the minimum expectations for student's grade. |
| **Public School** | A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. |
| **School** | An organization having at least one teacher and administrator, which provides educational programs to students. |
| **School District** | A geographic area in British Columbia constituted as a district under the *School Act*. There are currently 59 school districts and one Francophone Education Authority. |
| **School Year** | The twelve month period commencing on July 1 and ending the following June 30. |
| **Secondary Ungraded (SU)** | Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific Grade level. |
| **Six-Year Dogwood Completion Rate** | The proportion of students who graduate, with a *British Columbia Certificate of Graduation*, within six years from the time they enroll in Grade 8, adjusted for migration in and out of British Columbia. |
| **Special Needs Program** | A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a *British Columbia Certificate of Graduation* and/or other outcomes as specified in the student's Individual Education Plan (IEP). |
| **Special Needs Performance Reporting Groups** | Constructed from Special Education categories for the purpose of identifying students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful:<br><br>Sensory Disabilities (Categories E and F)<br>Learning Disabilities (Category Q)<br>Behaviour Disabilities (Categories H and R)<br>Gifted (Category P) |

| Glossary | |
|---|---|
| **Term** | **Term Definition** |
| **Special Needs Categories** | Category A – Physically Dependent<br>Category B – Deafblind<br>Category C – Moderate to Severe / Profound Intellectual Disability<br>Category D – Physical Disability / Chronic Health Impairment<br>Category E – Visual Impairment<br>Category F – Deaf or Hard of Hearing<br>Category G – Autism<br>Category H – Intensive Behaviour Interventions /Serious Mental Illness<br>Category K – Mild Intellectual Disability<br>Category P – Gifted<br>Category Q – Learning Disability (formerly Category J)<br>Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N) |
| **Student** | An individual enrolled in a British Columbia school. Students include all school-aged and adult persons who are working toward a *British Columbia Certificate of Graduation*. |
| **Subject (Provincial Examinations)** | Includes both French and English variants of equivalent curricula, in combination - (eg. Chemistry 12 contains English and French variants of the curriculum - Chemistry 12 and Chemie 12). |